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ABSTRACT

The College of Marin Women's Program implemented a project to provide comprehensive support, instructional, and advocacy services to disadvantaged women seeking information and/or future employment in nontraditional career fields. Areas of emphasis were the apprenticeable trades and other blue-collar work. The goal of the project was to assist 50 disadvantaged women through two six-week instructional programs, career information, counseling, and individualized tutoring. A comprehensive outreach and recruitment effort involved newspaper and television coverage, radio public service announcements, announcements on campus, brochures, and staff visits to various agencies. Individual counseling and support services began almost simultaneously with recruitment efforts. Tutorial services were offered at no cost. Two workshops focusing on blue-collar work and the trades were offered. Classes featured role models/speakers, and a career survival skills class for individuals considering the trades was offered. Field trips to nontraditional job sites and College of Marin shops were conducted. Activities for non-native English speakers included small classes, field trips to nontraditional job sites, and compilation of career resource materials. (Appendixes, amounting to approximately one-half of the report, include a program brochure, copies of newspaper articles, workshop fliers, the participant follow-up report, and course syllabus.) (YLB)

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ED246259

"A Model Re-Entry Program for Disadvantaged Women"

College of Marin

80-122

May, 1981 - June, 1982

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Prepared by Dana Prichard
Project Director

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Special recognition goes to Helga Epstein, Program Publicist who did an outstanding job in promoting the program in Marin and the Bay Area.

Finally, we would like to thank Sharon Turner, Director of the Marin City Multi-Services Center, for her cooperation in providing ideas, support and facilities for our first and pilot class.

ADVISORY BOARD

Without the support and valuable input from our advisory board, many of our goals might not have been realized.

Joan Barr
Director
Marin County Private Industry Council

George Britten
Employment
Hewlett Packard

Judi Epstein
Tradeswoman

Karen Hagler
Personnel Representative
Pacific Gas & Electric

Ralph Voltmer
Apprenticeship Consultant
Division of Apprenticeship Standards

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Fireman's Fund

PROJECT SUMMARY

In the Spring of 1981, the College of Marin Women's Program received funding to implement a "Model Re-Entry Program for Disadvantaged Women". This program was designed to provide comprehensive support, instructional, and advocacy services to disadvantaged women seeking information and/or future employment in non-traditional career fields. Areas of emphasis that were selected for this project were the apprenticeable trades and other blue collar work.

The program attempted to encourage vocational exploration, and the development of practical skills with application to these fields. The goal of the project was to assist fifty (50) disadvantaged women through two six-week instructional programs, career information, counseling and individualized tutoring. The first of the two instructional programs was offered in conjunction with the Marin City Multi-Services Center, a community based advocacy and service organization serving Marin City's population, 98% of which is black.

Philosophically, program staff wished to address not only the "nuts and bolts" of learning about non-traditional work, but also to speak realistically to the subtle obstacles and misinformation that have traditionally held women back in these fields.

In an effort to achieve our state goals, this special project focused on the following activities:

*Recruitment of participants
*Counseling services
*Career workshops
*Career information - non-traditional literature
*Tutorial services
*Classroom/laboratory experience
*Coordination with on and off campus services
*Communication with local employers and training centers
*Instruction, career information and guidance for non-native speakers
*Role models
*Follow-up interviews with all participants
*Day-long workshop for high school students and other women considering blue collar work
*Project evaluation

Detailed descriptions of these areas appear under the Activities Review section of this report.

Briefly, all proposed activities of this project were implemented as stated with the exception of two, which were modified. (To be explained in Activities Review section of this report.)

The overall goal of recruiting fifty (50) women into the curriculum component of the project was exceeded. Fifty-nine (59) women were recruited. Thirty Four (34) actually completed the entire six-week session. This component was divided into two groups, one which met for six weeks during the Summer of 1981 and the second which met the following Fall for six weeks.

Group I consisted of twenty-eight (28) women whose average age was 27.5 years. 50% were single, 25% were divorced and 25% were married. Their ethnic background was 50% black and 50% white. (A more detailed analysis and participant profile is available in the Placement Developer's Follow-up Report in the Appendix.)

Group II consisted of 31 women whose average age was 37.5 years. 50% of these women were single, 30% were divorced and 20% were married or separated. All of the women in this group were of white ethnic background.

Our goal of providing vocational information, guidance, and support services was also slightly exceeded. We hoped to assist two hundred (200) women and actually served 202.

The following is a statistical breakdown illustrating the level of participation in this program:

INSTRUCTIONAL COMPONENT Goal - 50

Group I Registrants	28
Group II Registrants	31
Total	59

COUNSELING AND SUPPORT SERVICES Goal - 200

Inquiries for vocational information, counseling, and other support services	93
Participants in workshops	94
Tutoring for math, basic skills, and Apprenticeship Exams	15 - 22 (varied)
Total	202 - 209

A comprehensive outreach and recruitment effort was developed and implemented throughout the project. Guest speakers at each of the classes afforded participants the opportunity to hear first hand about a variety of occupations in the area of blue collar work and the trades. This role modeling helped to demystify some of the more commonly held beliefs about female participation in blue collar work as well as bolster participants' sense of self-confidence in their skills and ability to physically and emotionally survive in non-traditional work.

Because the trades have traditionally been a male domain, women typically lack exposure and familiarity with both the "Tools of the Trade" and its corresponding language or work vocabulary. For this reason, a good deal of time was spent in orienting participants to the more common tools used in various fields, and on

small building and electrical projects that helped to promote a sense of familiarity and ease with the tools and materials while helping to dispel the myth that women aren't suited for blue collar work.

Another important goal of the project was to provide a mechanism by which women who were non-native English speakers could obtain information, support services, and guidance in the pursuit of non-traditional employment. Fifteen (15) women were recruited from either the Prevocational English or Survival English classes at the college. Four (4) participants were between 18 - 35 years, nine (9) were between 25-35 years, and two (2) were over 35 years. Eight women were single and seven were married. The predominant ethnic group was Vietnamese followed by Iranian, French, Nicaraguan, Cuban, Haitian, and Thai. Small classes and field trips to non-traditional job sites formed the backbone of this component. Additionally, a variety of career resource materials were compiled for this group's use in researching non-traditional work. Specific activities will be more carefully examined in the Activities Review section of this report.

Project staff believe that programs such as this enhance the participation of underrepresented groups within vocational education. They are easily replicable and may apply to most non-traditional areas, and are vital to the integrating of special populations into the ever-changing workforce.

The objectives and anticipated outcomes for this project , as approved, are contained in the following section of this report.

OBJECTIVES, ACTIVITIES, AND EVALUATION

OBJECTIVES	ACTIVITIES	EVALUATION
1) To make an assessment of the programs non-traditional for women and determine the attitudes of faculty toward placing the non-traditional student in the program.	1) Careful review of college's Gender Equity Report of 1980 and Gender Equity Questionnaire results will be completed by Women's Center staff as part of regular designated responsibilities to determine enrollment patterns of women in apprenticeship classes on our campus. Those faculty teaching classes with imbalanced populations will be interviewed by Women's Center staff to determine the attitudes toward the disadvantaged woman student.	1) Successful enrollment in and completion of course work by disadvantaged women will be an indicator of the faculty member's attitude towards these new students.
2) To initiate and develop a comprehensive recruitment effort for 50 disadvantaged women into curriculum component of the program.	2) All program offerings including instructional, support and informational services will be widely advertised. Recruiting brochures and posters will be disseminated throughout the county along with all other project information and will utilize all media such as newspapers, campus newsletters, radio and television stations to reach community agencies, supermarkets, welfare and employment offices, Marin City Multi-Services Center, libraries, community centers, churches, nursery schools and day care centers, elementary and secondary schools, government offices, women's organizations, minority organizations, local Chambers of Commerce, local industry and businesses, Joint Apprenticeship Committee offices	2) Numbers of disadvantaged women enrolled in program will determine success of recruitment efforts.

OBJECTIVES	ACTIVITIES	EVALUATION
3) To provide comprehensive support and counseling services to 200 women seeking information about apprenticeship and other non-traditional blue collar employment.	3)a. To employ one program coordinator, one program counselor, and one program assistant to see individuals concerned with such interests and employment opportunities.	3)a. Number of students recruited and utilizing support and counseling services.
	B. Program Counselor to facilitate weekly support group for women enrolled in program.	B. Number of individuals participating in weekly support group.
	C. Program counselor to provide one-to-one counseling for women participating in or interested in program.	C. Number of individuals receiving one-to-one counseling services
	D. Individualized tutoring in reading comprehension, writing, communication skills, spatial relationships, to be conducted through college tutoring department	D. Numbers of individuals receiving tutorial assistance.
	E. Weekly group math clinics covering basic math, beginning algebra, and beginning geometry to be provided through college tutoring department.	E. Numbers of individuals attending weekly math clinics.
4) To develop non-traditional careers literature, workshops and curriculum to help prepare women for employment in jobs traditionally limited to men.	A. Program staff will develop a mini-career library on the trades and non-traditional blue collar employment using national, state and local resources.	A. Number of individuals using career library materials based on daily sign-in sheet.
	B. A series of four career workshops (Apprenticeship Roundtables) featuring women actively working in the trades and blue collar jobs will be presented through the college's Career Resources regular career workshop format.	B. Number of individuals attending workshops. All attendees will be asked to complete workshop evaluation forms.

OBJECTIVES	ACTIVITIES	EVALUATION
	C. A 1-unit Career Survival Skills class will be offered through the college counseling department covering such topics as career exploration, vocational testing, interviewing, resume writing and non-traditional employment opportunities.	C. Number of individuals enrolled in course.
	D. On-site field trips to local job sites or training centers to provide further exposure to specific jobs will be organized by program counselor.	D. Number of individuals participating in field trip programming.
	E. A day-long conference on "Opportunities in Apprenticeship and Blue Collar Employment" for high school women, faculty, counselors and parents will be organized by program staff and coordinated with local high school representatives, joint apprenticeship committees, trade unions, and organizations concerned with employment opportunities for women.	E. Number of individuals participating in conference. All attendees will be asked to complete conference evaluation form.
	F. 50 women will be recruited by program staff to participate in one of two five week non-credit survey classes on women in apprenticeship to be taught by program counselor.	F. Number of women recruited to courses. Participants complete course evaluation forms.
	G. Program counselor, assisted by other program staff will develop course syllabus to supplement survey course.	G. To be utilized and evaluated by course participants.

OBJECTIVES	ACTIVITIES	EVALUATION
5) To provide ESL women at the College of Marin with necessary support services and information to better enable them to understand and gain access to non-traditional career fields.	A. Director of college ESL program will hire one ESL Counselor, one ESL Curriculum Developer/Instructor to provide on-going services to women non-native speakers interested in non-traditional careers exploration.	A. Number of ESL women utilizing support and informational services.
B. To develop non-traditional Vocational ESL materials and curriculum for non-native women to help prepare them for employment in jobs traditionally limited to men.	B. ESL Curriculum Developer will develop, using available resources, career materials with particular emphasis on apprenticeship and blue collar work.	B. Number of individuals utilizing career resource materials as determined by daily sign in sheet.
C. Same as (B)	C. A weekly class for ESL women to explore vocational choices in non-traditional areas, interviewing, testing, will be developed by the ESL Curriculum Developer and the ESL Counselor.	C. Number of ESL women participating in weekly classes. Participants will complete a final course evaluation form.
6) To provide role models who will offer guidance, information, and support for women entering non-traditional fields (specifically the trades and blue collar work)	A. Program staff will develop a talent bank of women actively working in the trades or other blue collar employment, gathered from local resources and questionnaires.	A. Total number of participants listed in talent bank.
7.) To develop a follow-up system that identifies the student's progress in the program and eventual employment	A. Hire a placement developer to generate appropriate training placements for program participants	A. Number of available placements in training programs, job sites
	B. Placement Developer to maintain personal contact with all program completors and conduct 6-month follow up	B. Follow-up will include bi-monthly interview utilizing evaluation form
	C. Placement Developer to maintain on-going contact and communication with placement supervisor, students, and employers	C. Follow-up will include bi-monthly interview of employer job supervisor utilizing evaluation form.

OBJECTIVES	ACTIVITIES	EVALUATION
	D. Women's Center staff to offer on-going support services and facilitate use of all campus services	D. Number of participants using services, participants evaluation of services
8. To develop in-house and external evaluation process (formative and summative) to assess effectiveness of program	A. Program participants will be asked to complete a series of questionnaires throughout the duration of the project which will aid project staff in evaluating program effectiveness	A. Increase in knowledge and information about these fields as determined by pre and post questionnaires.
	B. An independent evaluator will be hired to write a final evaluative report that will assess program effectiveness in relation to those needs and objectives identified at project's inception.	B. Numbers of women enrolled in apprenticeship or blue collar programs subsequent to project completion.
9. To provide a report to all campus Gender Equity Coordinators with strategies and recommendations for implementation on other campuses	A. Project Director will review external evaluator's observations and recommendations.	
	B. Project Director will generate project-end report utilizing above information. Dissemination will include mailings to all Gender Equity Coordinators throughout California Community College System. (See also section entitled Dissemination.)	

ACTIVITIES REVIEW

Today's adult women grew up in the post-war era when the American ideal of the female role was to be a wife, mother and homemaker. This view was reinforced by schools, media, parents and peers. Although the adult world today is different from then, attitudes and expectations change more slowly. Economic realities in today's world are forcing women to look to new areas of employment for support. It is ignorance about non-traditional work that keeps women in traditional, low paying, dead-end jobs. It was the purpose of this project to begin to dispel this ignorance. The activities described herein reflect our commitment to eliminating barriers to equal educational and vocational options for all, but particularly women.

The following activities correlate with those listed in the previous section.

Program staff were hired in May and June of 1981 in order to allow ample time for course preparation, recruitment and outreach, dissemination of program materials, and compilation of resources for the mini-career library.

Because this project was administered and implemented by an on-going program at College of Marin, and modeled after a successful project conducted here the previous year, many contacts and resources on campus and in the community were established and easily built upon.

An extensive recruitment plan was developed and implemented by the staff publicist. Hired specifically to promote community and campus awareness of the project, the publicist worked closely with project staff in targeting publicity toward the disadvantaged woman. Feature articles appeared in the Independent Journal, the Pacific Sun, the Twin Cities Times, News Reporter, Marin Scope, the San Francisco Examiner, and the Marin City CDC News. Copies of most of these articles are featured in the "Exhibits" section of this report. The instructor for the program was invited by KRON - TV to be interviewed on their weekend "Community Circle" show.

In addition to newspaper and television coverage, several public service announcements were aired on Bay Area radio stations for each of the six-week sessions. Special efforts were made to attract an ethnically diverse population, specifically, black women. Public service announcements were aired on black or soul stations in hopes to impact that population. This proved to be highly successful. As mentioned in the summary section of this report, 50% of the first class was comprised of black women.

Publicity efforts on campus included announcements in "It's Happening", a student activities publication; COMments, the weekly faculty bulletin; and article in the College of Marin Times; and brochures disseminated campus-wide. (See "Exhibits" for brochure.) A large visual display was erected in the display case of the Student Center, the main gathering place for students on campus.

Personal visits were made to individual staff members or at meetings at the following agencies:

State of California, Employment Development Department
Novato Human Needs Center
State of California, Department of Rehabilitation
La Familia Center of Marin County
Marin County Volunteer Bureau
Options for Women
Woman's Way
CETA- Office of Employment and Training
WIN (Work Incentive Program - EDD)
Single Parent Resource Center
Community Action Marin
Women in Apprenticeship - San Francisco
BACOP - Bay Area Construction Opportunities Program
Apprenticeship Opportunities Foundation - San Francisco
UC Berkeley Women's Center
Indian Valley Colleges Women's Center
YWCA
Marin County Private Industry Council
Working Women - Santa Rosa
Marin Services for Women
Marin County Commission on the Status of Women

Letters and brochures were mailed to approximately one hundred agencies and individuals throughout the Bay Area. Program brochures were available in libraries, shopping centers, community bulletin boards, and local agency offices.

Individual counseling and support services began almost simultaneously with recruitment efforts. Response to the media coverage was immediate and program staff worked quickly to orient potential participants to the program and/or begin the career investigation process.

Career information was available through a number of resources including the mini-career library that project staff was developing, the college's Career Resource Center, and the Eureka Computer Career System. The program assistant solicited materials from may resources concerned with blue collar and non-traditional work.

As indicated in the project summary, counseling and support services were received by 202 individuals. This figure combines the following data: requests for career information, counseling, child care referrals, financial aid information, testing, and tutoring.

Tutorial services were offered at no cost to all participants. Weekly math clinics and one-to-one tutoring was available through the college's tutoring department, the Center for Independent Study. Seventeen (17) individuals used this service. Additionally, tutoring services were provided in cooperation with the Bay Area Construction Opportunities Program (BACOP) for apprenticeship exams that were taking place over the course of this past year. Fifteen - twenty two people availed themselves of this support service.

The Career Resource Center offered two workshops focusing on blue collar work and the trades. "Women:New Work, More Pay", provided information about career opportunities in non-traditional fields and "Women: Consider Machining Careers" addressing the steady demand for skilled machinists and opportunities for women in this field.

"Women's Energy Retrofitting Workshop" was the title of a workshop designed to teach women how to weatherize their homes. The speakers also briefly discussed career possibilities in the solar energy field, an expanding area of non-traditional, blue collar employment for women.

Each of the classes featured two role-model/speakers who made presentations about their respective fields, the nature of their work, the tools of their trade, realities of the workplace, pros and cons or obstacles to success. Below is a list of speakers who participated in this project:

SPEAKERS LIST

Paulette Houston 5509 Vicente Way Oakland, CA 94609	Electrician
Joss Eldredge 3274 26th St. San Francisco, CA	Auto Body
Wilma Totulis 93 Meernaa Ave. Fairfax, CA 94930	Carpenter
Carol Charlor 1728 10th St. Berkeley, CA 94710	Chevron Refinery Worker
Amy Reynolds 2680-A Folsom St. San Francisco, CA	Plumber
Caroline Reeves 527-8055	Electronics
Nancy Ruprecht 240 Sixth St. San Francisco, CA 94103	Automotive
LeAnne Straugh 620 E. 22nd St. Oakland, CA 94606	Carpenter
Margaret McCullough 5227 Miles Ave. Oakland, CA 94618	Pacific Telephone
Susan Nash P. O. Box 233 Lagunitas, CA	Carpenter/Solar Energy
Judith Champagne P. O. Box 233 Lagunitas, CA	Carpenter/Solar Energy

The Career Resource Center offered a one-unit Career Survival Skills class for women or men considering the trades. The course assisted students in exploring non-traditional career fields, vocational testing, interviewing and resume writing. Twelve individuals enrolled in this course.

The first six-week session was offered at the Manzanita Center in Marin City from June 1st to mid July, 1981. Cris Skidmore was hired to teach this class as well as the second session offered in September and October. Ms. Skidmore is a journey level machinist and an instructor of Industrial Maintenance Mechanics at the John O'Connell Community College Center in San Francisco.

Gail Mason, Coordinator for this project is also a full time career counselor for the Women's Program. She attended each class and was present to answer specific counseling questions from participants. She also addressed many of the more personal issues involved in a decision for non-traditional work such as: juggling career with family; assertive communication; stress management; and time management.

A short syllabus was composed by the instructor which highlighted many points covered in class. Physical conditionaing, safety and the "how to's" of apprenticeship are among the topics covered in this syllabus. Rather than reinvent the wheel, it was decided that the syllabus would be limited to topics covered in our course content only.

Field trips to non-traditional job sites and College of Marin shops were conducted and open to all participants. An average of 17 people participated in these field trips.

Students from the ESL component and the other two classes were notified of the trips to the following locations:

1) Fairchild Electronics
2) Hewlett Packard
3) Marin General Hospital
4) College of Marin Machine Metals Technology Shop
5) College of Marin Automotive Technology Shop
6) College of Marin Carpentry Shop
7) College of Marin Electronics Laboratory

These trips were optional as transportation was often a problem for individuals coming from out of the county. In lieu of additional field trips, several slide presentations were shown portraying women "on the job" and familiarizing participants with the myriad of job possibilities in the trades.

Two women were hired to coordinate the support and instructional component for non-native speakers. The primary goal was to aid non-native disadvantaged women explore non-traditional career fields and to encourage their pursuit of employment outside traditional clerical fields. Career materials and resources for non-traditional work were gathered and developed to supplement their weekly group meetings.

A total of fifteen (15) non-native women participated. All were students at the College of Marin and were studying in either the prevocational or survival English classes. Participants were required to be at an intermediate English proficiency level or above, and to have an expressed interest in exploring non-traditional ocupations.

Traditional views towards women's roles and appropriate work has made it difficult enough for native women to break into male dominated fields. This is even more true for non-native, disadvantaged women who face strong cultural differences, thus making a choice for non-traditional work very difficult.

Staff researched Marin County's labor market materials and available skills training appropriate to the non-native woman. The areas of electronics and health professions were of major interest to the group and were chosen on the basis of availability of employment in the county and its environs. As mentioned earlier, field trips were planned to non-traditional job sites. These trips provided participants an opportunity to ask questions about the work site, the kinds of jobs available, and to talk briefly with the employer and employees at the site. Oral follow-ups were done in a group setting where class members discussed the experience and their feelings about performing that kind of work. Both trips were successful and students felt that they opened new doors for future exploration.

A follow-up process to track program participants after completion of the course was developed by the Director and the Coordinator. A Placement Developer was hired to perform the following functions: to interview the program completors and assess their appropriate training placements; to develop relationships with local apprenticeship and training programs and potential employers; to determine and coordinate follow-up action for completors; to maintain evaluation of participants and placements; and establish a resource bank of blue collar contacts.

Each woman was interviewed by the Placement Developer to assess their needs relative to future training and/or employment. Contacts were made with several apprenticeship training facilities and organizations which employ blue collar workers, to stay informed of current job openings and training opportunities in the Bay Area.

Participants were asked to complete a series of evaluative forms or questionnaires to aid in evaluation and assessment of appropriate follow-up action. They included an initial intake form, a self-assessment, and course evaluation. Both completors and non-completors were asked to complete these forms. These forms and their responses appear on the pages to follow.

The Placement Developer's report can be read in its entirety in the Appendix section of this report.

In May of 1982 16 women attended an exploration and resource day on non-traditional careers entitled "Woman's Work: Is it Enough?" . Sponsored by the Women's Program, this event was directed at high school and college women. The day featured a panel of women working in unusual jobs, job market information; resources and materials on local training programs; films on women in electronics, carpentry; and demonstrations by women working in unique jobs. Tours of four College of Marin Programs (electronics, automotive technology shop, machine and metals technology shop, and the welding shop) were also available to participants.

One to one counseling and support services were continued during the entire project and is still available to any individual wishing information about the project or the trades.

Compilation of all program data and evaluations was completed prior to this report.

Group I

STATISTICS

COURSE EVALUATION

1. The most helpful part of this course was:

83%	role models/speakers	33%	discussion/questions		
50%	instructor lectures	33%	projects		
42%	handouts	42%	tool box	42%	lamp wiri
8%	other (meeting other women with same interests)	25%	fastener board	33%	auto work

2. The least helpful part of this course was:

	role models/speakers		discussion/questions		
	instructor lectures	8%	projects		
	handouts		tool box		lamp wiri
	other	25%	fastener board		auto work

3. Generally, the quality of the speakers was:

poor	fair	average	good	excellent
		8%	42%	50%

4. Generally, the instructor lectures were:

poor	fair	average	good	excellent
			58%	42%

5. Generally, the choice of projects was:

poor	fair	average	good	excellent
8%	17%		33%	33%

6. Generally, the support services (couseling, placement, etc.) were:

poor	fair	average	good	excellent
	17%		42%	8%

7. The class facilities (location, etc.) were:

poor	fair	average	good	excellent
		50%	42%	8%

8. The choice of day/time was: (please specify alternate time)

poor	fair	average	good	excellent
8%	17%	8%	67%	

9. The amount of information given was:

poor	fair	average	good	excellent
			67%	33%

10. The overall helpfulness of the survey course to me was:

poor	fair	average	good	excellent
	8%	17%	42%	33%

Group I

Date _____

SELF ASSESSMENT

STATISTICS

1. My knowledge of types of jobs in the trades is:

____	10%	40%	50%	____
poor	fair	average	good	excellent

2. My knowledge of working conditions in the trades is :

____	10%	40%	50%	____
poor	fair	average	good	excellent

3. My knowledge of pay in the trades is:

10%	____	40%	40%	10%
poor	fair	average	good	excellent

4. My knowledge of types of training required for work in the trades is:

10%	10%	40%	40%	____
poor	fair	average	good	excellent

5. My manual skills are:

10%	20%	50%	____	20%
poor	fair	average	good	excellent

6. My knowledge of agencies and resources to aid in entering the trades is:

10%	10%	30%	10%	20%
poor	fair	average	good	excellent

7. My interest in entering the trades is:

____	____	40%	20%	40%
poor	fair	average	good	excellent

PLEASE CHECK THOSE THAT APPLY TO YOU:

A. I want a job in the trades 50% (specify if you know area)

B I am curious about non-traditional jobs 60%

C. I am interested in increasing skills that will aid me in my own life (car repair, home repair etc.) 100%

D. I already have training or skills for non-traditional work and need to explore the variety of work settings for these skills 20%

E. A significant person in my life was or is in a trade 60%

Other _____

GROUP II

COURSE EVALUATION

1. The most helpful part of this course was:

70%	role models/speakers	40%	discussion/questions		
70%	instructor/lectures	0%	projects	20%	lamp wiring
20%	handouts	0%	tool box	30%	auto work
0%	other	0%	fastener board		

2. The least helpful part of this course was:

0%	role models/speakers	0%	discussion/questions		
0%	instructor/lectures	15%	projects	15%	lamp wiring
15%	handouts	0%	tool box	15%	auto work
0%	other	0%	fastener board		

3. Generally, the quality of the speakers was:

poor	fair	average	good	excellent
0%	0%	0%	50%	50%

4. Generally, the instructor lectures were:

poor	fair	average	good	excellent
0%	0%	0%	20%	80%

5. Generally, the choice of projects was:

poor	fair	average	good	excellent
0%	6%	0%	54%	40%

6. Generally, the support services(counseling, placement, etc.) were:

poor	fair	average	good	excellent
0%	0%	0%	60%	40%

7. The class facilities (location, etc.) were:

poor	fair	average	good	excellent
15%	0%	15%	60%	10%

8. The choice of day/time was: (please specify alternate time)

poor	fair	average	good	excellent
0%	0%	0%	40%	60%

9. The amount of information given was:

poor	fair	average	good	excellent
0%	0%	10%	15%	75%

10. The overall helpfulness of the survey course to me was:

poor	fair	average	good	excellent
0%	0%	10%	20%	70%

Date _____

Group II
SELF ASSESSMENT

STATISTICS

1. My knowledge of types of jobs in the trades is:

15%		15%	70%	
poor	fair	average	good	excellent

2. My knowledge of working conditions in the trades is :

10%	10%	70%		10%
poor	fair	average	good	excellent

3. My knowledge of pay in the trades is:

10%		10%	70%	10%
poor	fair	average	good	excellent

4. My knowledge of types of training required for work in the trades is:

15%		15%	70%	
poor	fair	average	good	excellent

5. My manual skills are:

	15%		70%	15%
poor	fair	average	good	excellent

6. My knowledge of agencies and resources to aid in entering the trades is:

15%		30%	15%	40%
poor	fair	average	good	excellent

7. My interest in entering the trades is:

40%		30%	15%	15%
poor	fair	average	good	excellent

PLEASE CHECK THOSE THAT APPLY TO YOU:

I want a job in the trades _____ (specify if you know area)

I am curious about non-traditional jobs 30%

I am interested in increasing skills that will aid me in my own life (car repair, home repair etc.) 60%

I already have training or skills for non-traditional work and need to explore the variety of work settings for these skills 100%

A significant person in my life was or is in a trade 30%

Other 70%

ACTUAL OUTCOME OF PROJECT

Each form of recruitment illicited interest in the project. Most people (57%) heard about the program through on-going college programs, the Women's Center, Counseling Department, campus publications and word-of-mouth. 37% were informed through the media coverage and 10% were referred by community agencies that have close contact with the program.

For the curriculum component, 59 people actually completed intake forms and an additional 93 people telephoned asking for information about the project. Those 93 received support services in the form of career counseling, vocational information, child care referral, tutoring, and testing.

94 individuals participated in the workshops sponsored by the Career Resource Center and the Women's Program. Workshops were well received and evaluations have assisted project staff in developing recommendations for future program planning.

50% of Group I completed the program. 20% of the non-completors enrolled in Group II for reasons of convenience . The remaining 30% who did not complete the course responded that they had decided against blue collar work. In Group II, however, 35% did not complete the program. 40% of these felt there had been a mix up of information given them by the program, 30% had transportation or child care problems, 20% had decided against blue collar work and 10% said the logistics of the class were inconvenient for them.

40% of the completors in Group I are actively looking for blue collar work, 15% are involved in basic skills training at the college to help prepare them for entering the trades, 15% are delaying pursuit of blue collar work for the time, 15% are not interested in pursuing blue collar work, and 15% could not be reached for follow-up.

Of the 65% who completed in Group II, 55% have decided against the trades, 30% are enrolled in basic skills training in preparation for the trades, 10% are delaying their pursuit of blue collar employment and 5% currently are doing blue collar work.

All outcomes were measured by counting the numbers of students participating in each activity, compiling all data from intake forms and evaluations and oral interviews with each participant.

DIFFERENCES BETWEEN ANTICIPATED AND ACTUAL OUTCOMES

The project provided counseling and support services to 202 individuals, exceeding our goal of 200 by two individuals. The goal of fifty (50) individuals completing the entire project was short 16 people. Students who dropped after classroom instruction began did so due to illness, transportation or childcare problems, a decision against blue collar work, inconvenience in time or location, or simply misinformation. The discrepancy between 34 and 50 completions seems to be due largely to the fact that in the first Group over 70% of the participants were coming from outside the county. This caused logistical problems for many of them and accounts for the high drop rate in this group.

It was anticipated that more individuals would be in need of childcare information and referral, however, three individuals requested such services. It is interesting to note that there were several people who cited childcare as a problem, when only three people requested services.

All of the students with children who needed child care services were assisted by project staff and the "Hassle-Free Guide to Child Care in Marin". This guide is published annually by the College of Marin Women's Program and is available for purchase in the college bookstore.

Staff had anticipated a need for a weekly support group, but students were in agreement that additional time beyond classes was not convenient or necessary. They felt that there was ample opportunity to ask questions and share experiences within the class setting or on an individual basis with the instructor or coordinator.

The students' academic level and diversity of experience was higher than expected, particularly for those in Group II. In Group I, 50% had some college experience, 30% had received a high school diploma, 20% had earned a four-year college degree. 65% responded that they had experience in one or more skill areas of blue collar work.

Statistics for Group II were significantly different grom Group I. 50% had a four-year college degree, 30% had had some college experience, 15% had received a high school diploma, and 5% had a graduate degree. When asked about their skills, 100% responded that they had acquired one or more skills in the area of blue collar work.

The higher academic and skill level for these two groups seems consistent with studies done of re-entry or non-traditional populations across the country. It is also indicative of the numbers of women discovering the necessity of upgrading or learning new skills to adapt to changing trends in families and the job market.

Fewer students than expected wished to pursue a career in the trades. This may be attributed to fairly rigorous age requirements within the trades and the inability of many students to commit to an average of three to four years training or apprenticeship.

The economic climate this past year has contributed to a dearth of employment opportunities in the trades. Additionally, federal legislation which required recruitment and employment of women in the construction trades has been dropped by the Reagan Administration, hence, removing incentives for employers to hire women in male entrenched fields.

IMPROVED TEACHING TECHNIQUES.

Not applicable

PARTICIPANT SUMMARY FORM

Not applicable

DISSEMINATION OF PROJECT PRODUCTS

As stated in the project proposal, this program summary will be disseminated to the California Community Colleges Chancellor's Office, community college Gender Equity Coordinators, ERIC, women's centers in community colleges, California Advocates for Re-Entry Education, Bay Area Consortium on the Educational Needs of Women, Women in Science and Mathematics, Women's Educational Equity Project, College of Marin Library, and local community agencies working with women (as requested). A press release will be sent to appropriate local, state and national publications indicating the summary is available upon request.

ADDITIONAL FOLLOW-UP ACTIVITIES

Though no specific follow-up activities other than those outlined in this report have been called for, Women's Program staff will conduct a follow-up of all completors in December of 1982.

INTERNAL EVALUATIONS

All evaluation processes have been described through the body of this summary. The Appendix includes sample forms that were used to accomplish such processes. Additionally, a copy of the Placement Developer's Follow-Up Report and the External Evaluator's Report are included in the Appendix.

OBSERVATIONS AND RECOMMENDATIONS

The Project Director believes that this type of project is necessary and easily replicable in community colleges with an already operating women's or re-entry center. It is important to build upon existing student, faculty and community contacts to utilize existing resources; and to seek the assistance of competent experienced staff in the implementation of such a project.

Beyond that, cooperation between campus support services, vocational education programs and employers strengthens and enhances the student's ability to succeed in pursuing non-traditional training and employment.

Although job placement for this project proved to be less realistic than training placement, specific strategies to assist the non-traditional job seeker are imperative.

The day-long conference targeted towards high school students and staff was not as successful as it could have been. It is important to involve high school personnel early on in the planning of such an event to assure adequate exposure and attendance. Instead of expecting high school students to attend a Saturday event such as this, it may be more realistic to sponsor such an activity on their own campuses during regular school hours.

Further recommendations and observations worth considering if contemplating a similar project are as follows:

* Establish a comprehensive, multi-faceted recruitment plan that will appeal to target population (if so specified)

* Create a diverse advisory board to advise, give input and evaluate activities

* Provide on-going counseling and support services after project's end

* Insure availability of tutorial and child care resources.

* Solicit administrative backup and participation.

* Provide a broad spectrum of career materials to supplement classroom instruction. If your campus has a Career Resource Center, students should be oriented to the use of the facility.

* If possible, incorporate a career counseling class or job-hunting techniques class to cover interviewing, resume writing, and career exploration.

* Bring role models and employment personnel into classes to familiarize students with the work done, labor market projections, and hear first hand about ways to gain access and succeed on the job.

* If possible, initiate a long term follow-up process through existing and on-going program(s) at your college to both track and encourage participants still pursuing non-traditional employment.

  Additionally, this will afford you with new role models, the establishment of a job information network, and a method to assess your long term success rate.

* Provide financial aid resources whenever possible. Financial aid is extremely helpful to many women interested in non-traditional work. Typically, these women are looking for ways to increase their earning power and are living on marginal incomes at best. Financial assistance aids in both the recruitment and retention of women in non-traditional fields.

* * * * * * *

Though projects such as these have their limitations, they are valuable stepping stones toward eliminating barriers to more equal representation of women and men in non-traditional occupations. They allow for the expansion and amplification of existing career resource materials, hence the student's awareness and knowledge of non-traditional fields proportionately increases. Staff are also afforded the opportunity to experience different student populations, thus broadening their own perspectives and frame of reference relative to the world of work. Such programs also demonstrate to the community at large the commitment of educational institutions to keep pace with the changing economic and employment needs of American women and men in this and future decades.

Efforts such as these are imperative and movement in these directions should be constantly encouraged.

EXHIBITS

1) Program Brochure
2) Copies of Newspaper Articles
3) Workshop Fliers

Considered
These
Options?

* telephone installer
* tile setter
* painter
* auto mechanic
* refinery worker
* meat cutter
* landscaper
* electrician
* plumber
* welder

Women's Program
College of Marin
Kentfield, CA 94904

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Kentfield, CA

Blue Collar Opportunities for Women

(Get ahead in a hardhat)

photo by Sandy Thacker

A six week program for women interested in the trades

College of Marin
Women's Program

The Program

photo by Sandy Thacker

The Women's Program at the College of Marin is offering a program to assist women interested in entering the trades. This program is made available through a grant provided by the State Department of Education, Department of Vocational Education. Counseling, tutoring and career information services will be provided as part of the program. Two six-week introductory courses will be offered on a once-a-week basis. The courses will provide an overview on Apprenticeships and blue collar work.

College of Marin
Women's Program
485-9641

Two Six-Week Programs

I. Saturdays, 9:00 A.M. - 1:00 P.M.
July 18 - August 22

Manzanita Center - Marin City

II. Saturdays, 9:00 A.M. - 1:00 P.M.
September 12 - October 17

College of Marin - Kentfield

What You Will Learn?

- Information about various trades
- The in's and out's of Apprenticeship
- Local training resources
- Safety and survival techniques
- Tool recognition and how to use them
- Strengths and skills necessary for success

Instructor: CRIS SKIDMORE, tradeswoman; instructor, John O'Conell Community College Center; Chair, Tradeswomen, Inc.
and
Guest Speakers: 12 women in blue collar work

Support Services

- Ongoing counseling for course participants
- Tutoring
- Childcare referrals
- Placement for training
- Campus and community resources

How To Apply

If you are interested in the program please call Gail Mason at 485-9641. An appointment will be made with you to answer any questions or concerns you may have and to sign up for the course.

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BlueCollar

By Elizabeth Stewart

"If I were to offer a woman a job starting at $8 an hour — to learn — and going on to $21 an hour after four years, she'd probably take it seriously no matter what it was," says Cris Skidmore. "Very few college students are paid while going to school — *or* paid that much after graduation. This is money like no woman could make elsewhere."

Skidmore is talking about opportunities for women in the trades — she'll be teaching two six-week introductory courses (called "Get Ahead in a Hardhat"), sponsored by College of Marin Women's Center.

Blue collar jobs are among the few that provide enough money for women with families to support, and contrary to popular opinion you don't have to be able to lift 300 pounds to be successful — average size and weight are fine. "There's no question that women can do the work," Skidmore says, "though if all you are attracted by is the dollars, forget it. You must like working with your hands and fixing things — a lot of women do, and these are the ones who are going to make it."

Over the six-week period Skidmore will discuss such apprenticeships as carpenter, auto mechanic, plumber, electrician, refinery worker and others. She'll introduce a number of women already at work in these areas, cover basic theory, shop safety, tool identification and one other important topic — sexual harassment.

"Sexual harassment is the hardest thing women have to deal with in the trades," Skidmore says. "A woman who's a nurse or a secretary where she's 'supposed to be' doesn't have to deal with the idea that she doesn't belong. Women need to be prepared for 'you're taking a man's job — you're taking *my* job — you don't know what you're getting into — you're just a girl.' They have to be aware that someone may try to put them where they'll be hurt — that they'll be forced to work in an unsafe situation."

If women don't get support in dealing with harassment on the job they sometimes come to believe that in fact they *don't* belong there; Skidmore's program will give women some idea of how to deal with harassment and feel all right about doing so. She says, "There's no particular right a man has that a woman doesn't to work in the trades."

A high school valedictorian, Skidmore has always been fascinated by technology. After graduating from Berkeley with a degree in political science she felt she had a choice: mechanics or the law. "My father was a jack of all trades," she says, "and I was exposed to mechanical things more than lots of women; if I'd had brothers, though, I'd never have seen half of it." She went to automobile school and graduated at the top of her class — but no one would hire her. It was her first experience of "being someplace I didn't belong" and it came as something of a shock to a woman accustomed to success.

She ran into a guy she now says is a technological genius; she went to work for him and he taught her a lot about rebuilding machine tools and asked her to assist him in teaching a class on industrial maintenance. She ended up teaching alone and was often the only woman present. Sometimes new students, appalled at being asked to learn from a female, would demand another class. Skidmore learned to give them assignments that were just a bit beyond their capabilities. "Then they had to come and find me to show them what to do. They began to recognize I really did want to teach them; they were generally not that different than me, they just wanted an opportunity to learn."

Skidmore has since become a journeyman maintenance machinist, one of the few remaining eclectic trades. Like an old style fixit person, the maintenance machinist should be able to repair, maintain and make parts for electrical, mechanical and hydraulic equipment. "If you watch buildings go up or broken machinery begin to run, it's good to know you had something to do with it," she says. "When you work with people or ideas you don't get immediate gratification — but when I'm through with something, it works. The best thing about this kind of work is that you see results."

The classes will take place on Saturdays from 9am to 1pm; the first will be July 18 through August 22 at Manzanita Center in Marin City, and the second from September 12 through October 17 at College of Marin. There's no charge for the program. Call Gail Mason of COM Women's Center (485-9641) for more information and to sign up.

Cris Skidmore shows Jackie Breland how to bend electrical conduit.

Ray Baltar

Pacific Sun, Week of July 24-30, 1981

A free survey of blue-collar jobs for women in Marin

A six-week free survey of blue-collar jobs for women will be offered on Saturdays, starting July 18, between 9 a.m. and 1 p.m. at Manzanita Center in Marin City.

Information on apprenticeships in such trades as auto mechanic, carpenter, electrician, machinist, operating engineer, plumber, welder, refinery worker, telephone line repairer will be provided at the "Get Ahead With a Hardhat" sessions sponsored by the College of Marin Women's Center.

Interested women should call Gail Mason, College of Marin Women's Center, 485-9563, before July 9.

Instructor Cris Skidmore, an experienced industrial maintenance mechanics teacher, will be joined by female guest speakers, and there will be demonstrations, field trips and student participation in using tools.

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Marin Scope
July 21-27, 1981

Plumbers, welders, mechanics / women join the blue collar force

by Cassie Damewood

Remember when the washing machine broke down or the sewer backed up, a lady with a sweet voice would listen to your woes and dispatch a usually burly repairman to your home.

Well today the person who answers the phone may well be a male and when the doorbell rings, it may be a repairwoman who is there to help.

Yes, things are changing. Just six years ago the number of blue collar apprentice women in California was less than 1 per cent; today it's just over 5 percent.

Cris Skidmore is a journeyman level maintenance machinist who is also an instructor for the trade. She is one of two teachers in the Blue Collar Opportunities for Women program sponsored by the College of Marin. The new program consists of two, 6-week courses, one now in progress at Manzanita Center in Marin City and one that begins September 12 at the Col-

it all stops there. Most don't know how to approach the market."

Some jobs require an application at a training center and others are secured by a "hunting license."

"To become a journeyman level electrician, you go to a trade school, take a test on space relations, mechanical reasoning, and shop math." Skidmore said. "An interview usually follows and then you're placed on a waiting list for openings."

Other jobs, such as carpentry, require on-the-job training.

"You approach the foreman at a construction site and ask if he's hiring apprentices. If he says no, you approach another foreman at another site. . .you just keep doing this until someone says yes."

Regardless of the approach, women interested in blue collar work must be highly motivated.

"Th- jobs generally pay well, but

→

car, I don't get bothered very often. I've been lucky."

Some women don't pursue blue collar work after graduation from college. They often try other professions and then switch to blue collar work a few years later.

"I grew up in Willow Creek near Redding where my father was a mechanic. When I got out of high school I didn't plan to go into the work I'm in now. Instead I studied political science at the University of California at Berkeley. After graduation I bought a Volkswagen and book called *VW Repair for Idiots*. I ore the car completely apart and rebuilt t. When I turned the key and it started, enrolled in auto mechanics school at the College of Alameda. The rest is history."

Skidmore now uses her skills to rebuild 1950's sports cars.

"I'm currently restoring a 1958 TR3 which I'll probably sell in about a year. Then I'll buy another one to rebuild."

Skidmore rebuilds cars and can repair almost any kind of machinery. Many of her acquaintances lay brick, install telephones, weld and do sheet metal work. Blue collar jobs are no longer just for men, they're for everyone.

If you would like to know more about blue collar jobs and apprenticeship programs for women, call Gail Mason at the College of Marin at 485-9641.

"Now is the time for women to get involved", she said. "The opportunities and rewards are endless."

that's not enough to make it work," Skidmore said. "You have to love the work or you'll fail. Many women like blue collar work because they get a great deal of satisfaction from seeing a finished product. Most traditionally female professions don't offer this. . .it's just the same routine over and over like housework or shuffling papers."

Most apprentice programs are four years long and the average starting pay is $8 an hour. At the end of the program, when one becomes a full-fledged journeyman, average pay is $18 an hour.

"What's nice about apprenticeship programs is you get paid while you learn as opposed to college where you pay and pay for four years and sometimes can't get a job when you graduate," Skidmore said, "A journeyman also has national certification so you can go anywhere in the country and get a job."

Skidmore said most women are interested in the more visible trades and will consider becoming a carpenter or an electrician.

"There are other trades like glazing and pipe fitting women overlook because they don't know enough about them to know if they would be of interest. These seminars will take the mystery out of many of these fields," she said.

How do men feel about the influx of women into blue collar work?

"Some men feel threatened and give women a very hard time," Skidmore said. "But the harrassment is different from that in white collar jobs. Blue collar men harrass female co-workers by telling them they've taken a job a man could have had to support his family and that they should be home doing something feminine. The truth is that an increasing number of women are the breadwinners of single parent family homes. . .it is estimated that by the year 2000, that figure could go as high as 90 percent of all households.

Skidmore said she hasn't run into many harrassment problems in her work.

"Most of the time I teach and am respected because the students learn from me. Even when I'm fixing a forklift or a

←

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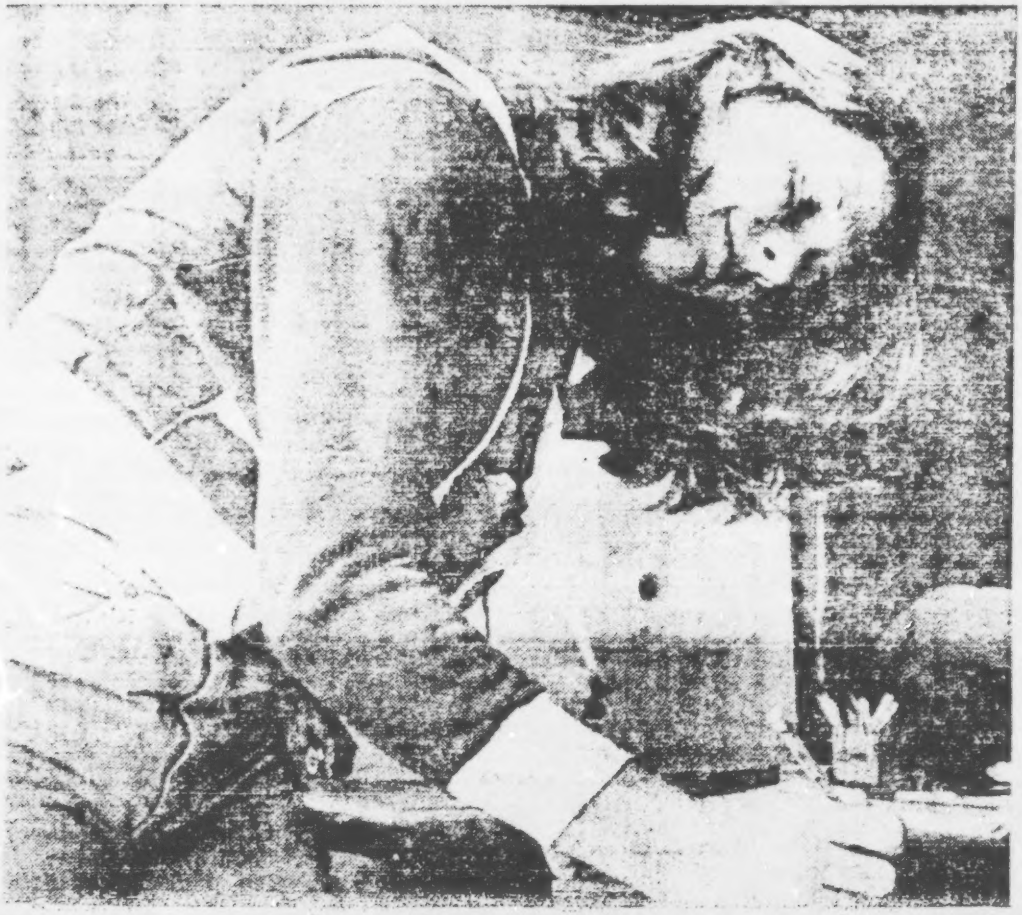
Women 'amazed' at their skill with a saw



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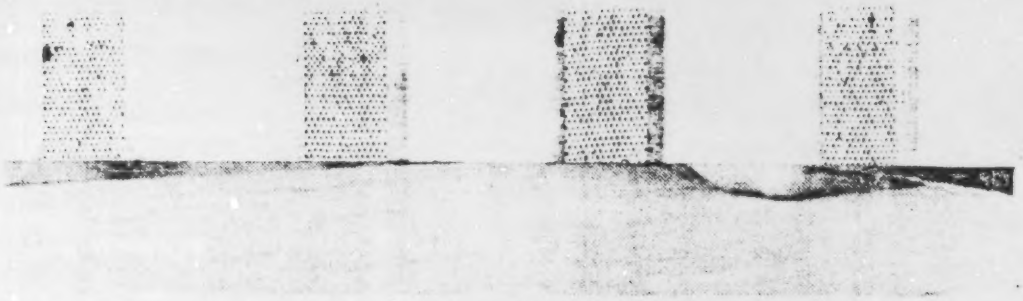

Helen Agers checks angle of her cut

She's exploring carpentry as a job

By Robert Tong

Alison Lucky marks plywood

She's making a tool box

Jennie Copenhauer uses power drill

Tools are the biggest hurdle

The biggest hurdle for women considering blue collar jobs is their fear of using tools, says Gail Mason, director of a College of Marin Women's Program series of workshops on blue collar opportunities for women. "There's a lot of magic associated with building things, fixing things."

"Women have been brought up to think 'I might get hurt, I might get dirty'," she says.

Saturday, 22 women at a carpentry workshop "went right to it and were amazed at how well they did" using power saws and drills to make a simple tool box.

"Part of it was because we were all women, and no one was there to patronize us. The other part was that we had two women carpenters — Tere Carranza and Leann Gustaffson of Oakland — there to give us confidence."

The women were given safety tips and instruction in tool use before they began.

The workshops, which explore such trades as electrician, plumber, phone installer and auto mechanic as well as carpenter, are designed to help women get high paying jobs, according to Miss Mason.

"The largest hirers in Marin County are for clerical jobs," she says. "Women, particularly single mothers, can do better financially in blue collar work." Pay in most of the trades ranges from $5 to $18 an hour, she says.

The workshops, entitled "Get Ahead in a Hard Hat," are designed to introduce women to the skills, job openings and opportunities for training in blue collar trades.

Carpentry is so far the most popular trade among women, both nationally and in the Bay Area, Miss Mason says.

Other trades to be explored are:

Saturday (Aug. 1): Plumber, solar energy technician and plant operator for an oil refinery ("Women do really well at this and the pay is excellent."). Aug. 8: Auto mecha... welder and auto mechanic ("We'll probably practice by doing an auto tune-up.").

Aug. 15: Electrician, pacific Telephone Co. installer.

On Aug. 21, members of the class willtour job sites.

The workshops are taking place at the Manzanita Center in Marin City.

A similar series will begin Sept. 5 at College of Marin.

Inquiries about the current or subsequent series can be directed to Miss Mason at 485-9641.

Gail & Donia — this is terrific! Congratulations! EO

Blue Collar Alternatives for Women

by Alisa Knobbe

HOPING TO PRESENT alternatives to traditional low-paying female occupations, the College of Marin Women's Center is offering a six-week course to introduce women to blue collar jobs.

Entitled "Get Ahead with a Hardhat," the free survey course will be given on Saturdays, from July 18 to August 22, between 9 a.m. and 1 p.m. at the Manzanita Center in Marin City. The program will be repeated at College of Marin this fall.

Gail Mason of the COM Women's Center stresses that the course is not a training program, but rather "is to let women know all the ins and outs of getting into blue collar jobs."

The program will provide apprenticeship information on jobs such as auto mechanic, carpenter, electrician, machinist, operating engineer, plumber, welder, refinery worker and telephone line repair person.

Female guest speakers from the various trades will join the instructor, Cris Skidmore, each week. The program will also include weekly "hands-on" projects such as making toolboxes and several field trips. "It's an exciting program — not just sitting and listening to speakers each week," Mason said.

Skidmore is an experienced industrial maintenance mechanics instructor.

Mason said the program originated to fill a need in Marin County. "Sonoma and San Francisco [counties] both have agencies specially designated to serve women in blue collar jobs, but Marin doesn't. Women would ask us for information and we wouldn't have it."

The program is financed by a grant from the state Department of Education.

Many low-paying fields are filled mainly by women, according to Mason. "The course is directed towards women who are doing clerical work and bored to tears, who want to make more money and don't want to be in an office all day," she said.

Mason believes the course will provide enough information so that women who are seriously interested can go ahead in pursuit of a career in blue collar trades. Counseling and referral services will also be available.

The summer and fall programs are limited to 25 women each. Those interested in taking the course should call Mason at the College of Marin Women's Center, 485-9643. □

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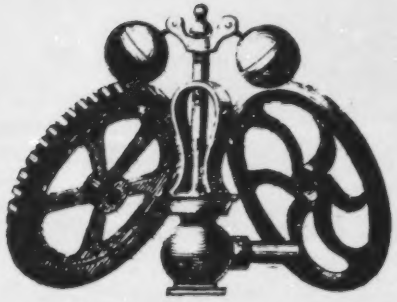
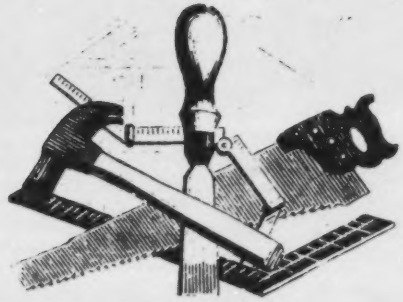
CONSIDERING THE SKILLED TRADES?

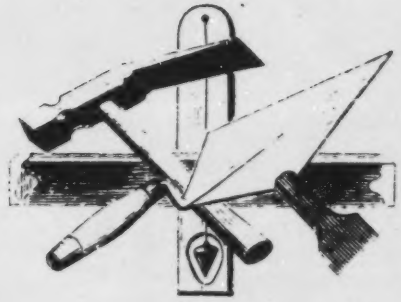
Machinist.



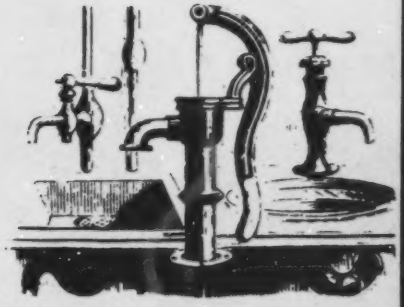
Carpenter.



Mason.



Plumber.



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★ Women who work in the skilled trades will describe their experiences.
★ Time will be provided for questions and discussion.

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SAT. SEPTEMBER 26

9 *A.M.* **– 1** *P.M.*

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PHONE 485·9641 FOR INFORMATION

SPONSORED BY RE·ENTRY SERVICES COLLEGE OF MARIN

WOMAN'S WORK: IS IT ENOUGH?

EVER WONDERED WHAT IT WOULD BE LIKE TO BE:

★★★ POLE CLIMBING FOR THE TELEPHONE COMPANY
★★★ LAND SURVEYING
★★★ REPAIRING COMPUTERS
★★★ PAINTING HOUSES
★★★ REPAIRING AUTOMOBILES
★★★ WOODWORKING AND DOING CARPENTRY
★★★ TAKING TOLLS ON A BRIDGE

EXPLORATION & RESOURCE DAY

FOR "NON-TRADITIONAL" CAREERS FOR WOMEN

.....TO MEET WOMEN WORKING IN UNUSUAL JOBS AND DISCUSS THE PRO'S AND CON'S OF SUCH WORK
.....TO LEARN WHAT NON-TRADITIONAL JOBS EXIST
.....TO OBTAIN RESOURCES AND MATERIALS ON LOCAL TRAINING PROGRAMS
.....TO EVALUATE YOURSELF AND SEE IF YOU MIGHT FIT IN A NON-TRADITIONAL SETTING

COME AND LEARN - Saturday, May 22

9:30 - 11:00

★ Cris Skidmore, tradeswoman and teacher at John O'Connell School will discuss how to determine if you might enjoy blue collar or trades work.

★ A **PANEL OF WOMEN** will discuss the positive and negative sides of working in unusual settings.

Time for questions and discussion will be provided.

11:00 - 11:45

★ **TOUR 4 College of Marin Programs: Electronics Lab; Automotive Technology Shop; Machine and Metals Technology Shop; Welding Shop.**

11:45 - 2:00

★ Wander into rooms showing a variety of **films**, including **"Women Entering Electronics, Killing Me Softly, Women in Construction, etc."**

★ Pickup **MATERIALS** on training programs, careers in industry, the trades, blue collar work, etc.

★ See **DEMONSTRATIONS** and talk with women working in unique jobs.

RESOURCE MATERIAL WILL BE PROVIDED

BRING A SACK LUNCH AND EAT ON THE LAWN IN THE SUN — — — EVERYONE WELCOME

Saturday, May 22
9:30 - 2:00
College Center

NO FEE
Register on Site
For further info call: 485-9641

Sponsored by Re-Entry Services
COLLEGE OF MARIN
Kentfield, CA 94904

APPENDIX

1) Participant Follow-up Report

2) Women Non-Traditional Workers Resource Bank

3) Course Syllabus

A MODEL RE-ENTRY PROGRAM

FOR

DISADVANTAGED WOMEN

PARTICIPANT FOLLOW-UP REPORT

PREPARED BY JANET MUTHER

PLACEMENT DEVELOPER

The follow-up on this model re-entry program for disadvantaged women was carried out by myself. As Placement Developer, I was hired to work 10 hours per week and perform the following functions: interview the program completers to assess their appropriate training placement; develop relationships with local apprenticeship and training programs as well as potential employers; determine and coordinate follow-up action for program completers; maintain evaluation of participants and placements; and establish a resource bank of blue collar work contacts. The method I chose to interview and assess the needs of the participants was to attend the weekly classes and approach the women during class breaks and before and after class. The reason I used this methoed of interviewing was because most of the participants were not enrolled at the College of Marin and it was convenient for them to speak with me while they were on campus for the classroom instruction. During this time I also made contact with several of the apprenticeship training facilities and organizations which employ blue collar workers to keep informed of the current job openings and training opportunities for women in the trades.

After the classroom instruction ended, I began my follow-up by telephoning each of the participants to find out the status of their career in blue collar work. This included asking about their reactions to the classes, whether they wanted to work in the trades or not at this time, and what their needs were (i.e.: information, counseling, placement, etc.) To those women who I was not able to reach by phone, I wrote a letter requesting them to fill out a questionnaire which included the same kind of information as that requested by phone. I found telephoning and letter writing to be the most effective way of getting this information from the participants considering the limited time per week I had allotted to work and the amount of women to contact. Looking at the program as a whole, I was able to contact 93 percent of the women, including those who expressed just an initial interest but did not complete the program. Fifty-eight percent of all the women who showed an initial interest in the program actually completed it. Out of these completers, 53 percent decided to go into blue collar work: Some are actively looking for a job in the trades, some are in training classes and some have delayed their career decision for a period of time. Thirty-eight percent of the women who completed the program decided against blue collar work and 9 percent were in the "other" category and will be discussed later in the report.

The format of the data collected for this report will be to compare and contrast several aspects of the two groups. First, the general characteristics of each group will be compared; second, the percentage of those who did not complete the program and their reasons why; third, the percentage of those who did complete the program and the status of their current involvement in the skilled trades; and finally, the participants' evaluations of the program.

The following describes the general characteristics of the Group I participants taken from an Information Sheet filled out during the first class. The group consisted of 28 women whose average age was 27.5 years.

Fifty percent were single, 25 percent were divorced and 25 percent were married. Out of this group half had one or more children and half had no children. Their ethnic background was 50 percent black and 50 percent white. Their educational background was as follows: 50 percent had some college experience, 30 percent had received a high school diploma, and 20 percent had earned a four year college degree. When asked about their skills, 65 percent responded they had experience in one or more of the areas listed, and 35 percent responded they had no experience.

In comparison, Group II consisted of 31 women whose average age was 37.5 years. Fifty percent of these women were single, 30 percent were divorced and 20 percent were married or separated. Out of these women, 70 percent had no children and 30 percent had one or more children. All of the women in this group were of white ethnic background. Their educational backgrounds were as follows: 50 percent had received a four year college degree, 30 percent had had some college experience, 15 percent had received a high school diploma and 5 percent had achieved a graduate degree. When asked about their skills, 100 percent responded they had acquired one or more of the skills listed.

Comparing the general characteristics of each group, we find that the average age of Group II was ten years older than that of Group I and that more women in Group II were divorced and separated than in Group I. A lower percentage of women in Group II had one or more children than in Group I and the women in Group II had received more formal education than those in Group I. Finally, Group II responded that they all had at least one skill whereas in Group I less than half responded in this manner. Many of the characteristic differences between the two groups can be explained by their ethnic and age differences. The older group of women had acquired more skills, received more education, and had more divorces and separations than the younger group. The fact that a higher percentage of women in the younger group had had one or more children than the older group can perhaps be explained by the fact that it had a higher percentage of black women than the older group.

In Group I the percentage of those who did not complete the program was 50 percent. When asked their reasons for this, 30 percent responded that they had decided against blue collar work and therefore felt the classes to be unnecessary; 20 percent ended up joining Group II because the location and time was more was more convenient for them; 20 percent stated that the classes were inappropriate to their needs at the time; 20 percent were not able to be reached either by mail or telephone; and 10 percent stated that the classes were inconvenient to them for logistical reasons, such as the time, day, or location of the classes. One of the women in this section stated that her main interest was landscape architecture which she is currently pursuing. This program was not really what she needed although the classes that she did attend were very informative and interesting. Another woman, who is a forty-two year old computer programmer, said she felt she was too old to go into the trades. She signed up for the classes out of curiousity and to help inform younger women about blue collar work.

In Group II, on the other hand, 35 percent of the participants did not complete the program. Out of these, 40 percent stated that there had been some mix-up of information given them by the college; 30 percent said they had either child care or transportation problems in getting to the classes; 20 percent stated that they had decided against blue collar work; and 10 percent said the logistics of the class were inconvenient for them.

The mix-up of information in this group was due to the fact that initially there were so many women interested in taking the class, a waiting list was started. All of the women were told to attend the first class, even though there was a waiting list, since a certain number of women would probably not show and therefore it would go on a first come, first serve basis. Some of the women thought that they would be called if there was room for them in the class and some thought there wasn't enough room and they were on a waiting list for some other class.

Out of the 50 percent who completed the program from Group I; 40 percent are actively looking for blue collar work; 15 percent are involved in some basic skills training to help prepare them for entering the trades; 15 percent are interested in pursuing blue collar work but for various reasons it is being delayed for a period of time; 15 percent are not interested in going into blue collar work; and 15 percent had either relocated or could not be reached by mail or telephone. The following is an example of a woman who is actively looking for blue collar work from this group. I shall call her Jane for the sake of anonymity. Jane was recently laid off from a job and is hoping to receive unemployment insurance to support herself during this time. She registered with Women in Apprenticeship Program for tutoring, counseling and placement information and so far she has prepared for and taken two tests: one for Operating Engineers and another for Refinery Technician. While waiting to hear the results from these, Jane signed up to take a skills training class at the local trade school. She told me that my follow-up was great support for her and that just a telephone call can be a real boost during times of uncertainty such as job hunting. Jane thanked me and all the others who made this program possible for a job well done.

Out of the 65 percent who did complete the program from Group II, 55 percent are not interested in going into blur collar work; 30 percent are taking basic skills training to perpare them for the trades; 10 percent are interested in blue collar work but it is being delayed for a period of time; and 5 percent are currently doing blue collar work. In comaring those who completed the program in both groups, the largest discrepency is that 40 percent in Group I are actively looking for work in the trades whereas in Group II, there are only 5 percent who are actively looking. The main reason I see for this is the age difference between the two groups. Many of the women in Group II stated that they would have been interested in blue collar work at an earlier time in their lives, but they felt they were too old to start a four year apprenticeship program now. They were taking the course mainly to learn more about opportunities for women to pass on the younger women and also to gain skills and resources for work in their homes or maintaining their business properties. Serveral women in both groups stated that they wanted blur collar work but not until at some point in the future. The reasons for this are that they are relatively happy in their current job and they cannot afford to give

it up to effectively pursue a job in the trades.

In comparing the two groups, more women completed the program in Group II than in Group I. But if we take the 20 percent from Group I who joined Group II , the percentage of those who did not complete from Group I drops and becomes more equal to that of Group II. Also, the age factor is relevant to this since older people tend to be either more committed to a decision like signing up for a course or are more certain about the decision when they make it than younger people. The only other significant difference between the two groups is that 30 percent of the noncompleters from Group II stated that childcare and transportation were problems for them and none of the women in Group I identified this as being a problem. Two conclusions might be made from this. One, the location of group II was more difficult to get to than the location of Group I, or two, the maturity of Group II allowed them to be more precise in their reasons for not attending.

In summarizing this follow-up report, there are a few issues I would like to address. First, the issue of placement for the program completers was unrealistic for several reasons. Placement into blue collar jobs consists of much counseling, tutoring, testing, interviewing, waiting and more waiting. During my follow-up work, I helped the participants find out where and when there would be tutoring and testing for various jobs and referred them to other supportive services and training facilities. Almost all of the women remarked on how important my follow-up calls were in keeping them motivatied in their career endeavors. Support of this kind is essential in programs where the odds are against the participants succeeding at their goals such as women pursuing nontraditional work. Secondly, throughout the course of this program I kept a resource file of contacts which will be kept at the college for future use. In it, there are names of women who currently work in the various trades, people who teach trade classes at the community colleges, and other administrative people involved at some degree with the placement of women into blue collar jobs. Lastly, the main limitation in this program was the fact that supportive services and training facilities for women interested in going into blue collar work are few and those that have existed in the past are being discontinued for lack of funds. More programs of this sort are desparately needed in order to help keep the employment of women in the trades a feasible attainment.

WOMEN NON-TRADITIONAL WORKERS

RESOURCE BANK

NAME & ADDRESS	PHONE	TRADE
Donna Cassyd 1191 Valencia St. San Francisco 94110	282-5188	auto mechanic
Pat Davidson 2727 Garden St. Oakland 94601	653-9472	" "
Ramey Fair 4224 Shafter Ave. Oakland 94609	428-1478 548-7646	" "
Nancy Rupprecht 240 6th St. San Francisco 94103	861-8668	" "
Cynthia Correia	524-9003	Cabinet-making
Karena Hunter 1083 Hazel Ave. Campbell 95008		" "
Kathleen Tandy	530-4019	" "
Lee Wylie 2265 Chester St. Eureka 95501	(707) 445-3388	" "
Darlene Harris		" "
Heather Graves	929-1288 329-2376	" "
Joss Eldredge 3274 26th St. San Francisco		auto body

WOMEN RESOURCE BANK (cont.)

Tere Carranza 412 60th St. Oakland 94609	536-0418	carpenter
Cyndy Goldsborough Santa Clara Artists Foundry 2982 B Scott Blvd. Santa Clara 95050	(408) 727-5947 " 269-8583	" "
Kris Graham 4656 Doyle Ct. San Jose 95129	(408) 446-.355 " 996-7690	" "
Cheryl Jackson 506 Cinnamon Drive San Jose 95129	(408) 629-3573	" "
Arlene Luna 679 Fairview St. Oakland 94609	654-8005	" "
Cheri Morrow 225 Goss Ave. Santa Cruz 95065	426-4290 days	" "
Elaine Rozelle 667 Aileen St. Oakland 94609	652-7253	" "
Maisha Ruth 3991 Green Valley Rd. Sebastopol 95472	(707) 584-7915 " 823-8117	" "
Dorian King	665-3599 eves	" "
Anne Hollingsworth	653-3234	" "
Wilma Totulis 93 Meernaa Ave. Fairfax 94930		" "
Lee Ann Straugh 620 E. 22nd St. Oakland 94606		" "
Susan Nash P.O. Box 233 Lagunitas 94938	488-0418	" "
Judith Champion P.O. Box 233 Lagunitas 94938	488-0968	" "

WOMEN RESOURCE BANK (cont.)

Mary J. Dill 421 Maple Ave. Vallejo 94590		electrician
Sophie Maxwell c/o Glenn Realty 1851 Divisadero St. San Francisco 94115	867-1000 days 821-3909 eves	" "
Sharon Miller 1421 Beach St. Vallejo 94590	(707) 646-3417 " 553-8985	" "
Cheryl Parker 23981 Farm Rd. Sonoma 95476	(707) 938-2322	" "
Tami Quan 623 Campbell St. San Francisco 94134	468-5845 home 285-8220 work	" "
Joanne Carlson 1135 Talbot St. Albany 94706	527-9037	" "
Stephanie Garvey 216 Jersey St. #3 San Francisco 94114	285-2575	" "
Sandy Lofchie 1935 100th Ave. Oakland 94603	636-1334	" "
Alana Bixon 3966 Clay St. San Francisco 94118	387-6160	" "
Patricia Smith 1670 Greenwich St. San Francisco 94123	673-1075	" "
Molly Martin 37 29th St. San Francisco 94110	285-2137	" "
Mona Gee 71 St. James Ct. Daly City 94015	994-5249	" "
Sylvia Montiel 2866 Army St. San Francisco 94110	647- 4480	" "

WOMEN RESOURCE BANK (cont.)

Pat Snow 1682 48th Ave. San Francisco 94122	564-0385	electrician	
Chris Crooks 780 Darien Way San Francisco 94127	334-3030	"	"
Ronne Sullivan 1135 B Hearst Ave. Berkeley 94702	841-0940	"	"
Sharon Altus 205 Hartford St. San Francisco 94114	863-4163	"	"
Joanne Giese 791-B Fifth Ave. Pinole 94564	724-8537	"	"
Sue Lawrence 2225 Green San Francisco 94123	921-1779	"	"
Dolores Salomon 51 Oakridge Dr. Daly City 94014	584-7199	"	"
Mary (Morgan) Case 398 Eucalyptus Ave. Petaluma 94952	(707) 763-0285	"	"
Donna Moreno 613 Bainbridge Foster City 94404	341-3690	"	"
Jeannette Gross	482-0145	"	" (Appr.)
Debbie Landhoff	843-6321	"	"
Madrone Jennings	654-4401	"	"
Pamela King	(916) 442-2633	"	"
Paulette Houston 5509 Vicente Way Oalland		"	"

WOMEN RESOURCE BANK (Cont.)

Ann Sablove	387-8700 ext.720 821-9924	electronics tech.
Gail Woodcox 3420 Warburton Ave. Santa Clara 95051	(408) 996-9383 ext. 330	" "
Betsy Tanner	431-4420	" "
Carol Richardson 418 Rigg St. Santa Cruz 95060	(408) 423-2612	" "
Caroline Reeves	527-8055	" "
Dale Davis	655-6789	engineer
Shiela Webb	647-7960 home 648-5158 work	elevator constr.
Cris Skidmore 5227 Miles Ave. Oakland 94618		industrial maint.
Shirley Evans	239-2318	iron Worker
Rose Botzon 809 Maher Rd. Watsonville 95076	(408) 256- 4352 663-4514	machinist
Caroline Elman	(707) 642-7613	" "
Barbara Gray 2407 McKinley Berkeley 94703	845-0955	" "
Kathleen Mineo 2724 Laurel St. Napa 94558	(707) 252-0735 days " 646-3243 eves	" "
Kathy Jones	(408) 264-8150 eves	meatcutting

WOMEN RESOURCE BANK (cont.)

Lynn Rogers 1393 Noe St. San Francisco 94131	641=1790	ornamental horticulture
Payna Lehman P.O. Box 746 Redwood City 94064	326-2656 eves	painting & decor.
Joel Wright	655-5530	" "
Sandy Thacker	654-6692	photographer
Kris Morris (see welding) 2634 Great Hwy. San Francisco 94116	232-1514	industrial pipefitter
Amy Reynolds 2680-a Folsom St. San Francisco		plumber
Christine Bertea 477 North St. Oakland 94609	654-7843 eves	plumber
Margaret Bodfish 616 Miner Rd. Orinda 95463	548-3292 days 254-1387 eves	" "
Sherry Brink 1376 Mitton Way San Jose 95125	(408) 298-2181 ext. 340	printing & graphics
Birgit Kalvelage 3373 Jennifer Way San Jose 95124	(408) 298-2181 ext. 340	" " " "
Jan Probst 2356 Humboldt Ave. Oakland 94601	436-0315	" " " "
Marta Wohl 114 Steiner St. San Francisco 94117	863-5738	" " " "
Margaret McCullough 5227 Miles Ave. Oakland		Pacific Telephone

WOMEN RESOURCE BANK (cont.)

Martha Carlson 485 Hardy St. Oakland 94618	653-7281	welding
Cyndy Goldsborough Santa Clara Artists Fdry 2982-B Scott Blvd. Santa Clara 95050	(408) 727-5947 days	" "
Michelle Green 1225 Anza St. San Francisco 94118	752-4956	" "
Patie Janater 3019 Goergia St. Oakland 94602	436-9550 530-0464	" "
Sylvia Mangelsdorf c/o Ed Dupont 240 Union Ave. Campbell 95008	(408) 427-3569 eves	" "
Dolores Morris 2257 Central #5 Alameda 94501	523-7975	" "
Kris Morris 2634 Great Hwy. San Francisco 94116	232-1514 681-4326	" "
Jackie Mischeaux	653-6809	" "
Marty Carlson	653-7281	" "
Jean Strauss 39 Favi Ave. San Francisco 94110		" "
Jenny Mosier	726-3192 726-2678	" "
Nancy Barnes	530-7246	Telephone Co.
Ann Harvey	931-4070	tilesetter

WOMEN RESOURCE BANK (cont.)

Leslie Dixon	549-3571	railroad
Mary Martin	843-0265	BART
Mary ?	285-4576	warehouse
Georgian Culp	552-0092	watch repairer
Madaline Mixer	525-5714	Women's Bureau in Dept. of Labor
Richie	673-3925	Women in Appr.
Carol Charlor 1728 10th St. Berkeley 94710		refinery worker

"A Model Re-Entry Program for Disadvantaged Women"

COURSE SYLLABUS

Prepared by Cris Skidmore

Instructor

YOUR PHYSICAL CONDITION

Many people think construction workers have to look like linebackers for the Pittsburg Steelers in order to do the job. This is a "stereotype" that does not hold up under observation. The days of "grunt and groan" labor have disappeared with Paul Bunyan and John Henry. Also, remember these giants of labor were not the standard even in their day. The railroad was put in across the Sierras by Chinese men who averaged five feet tall and weighed 100 pounds. Size does not determine strength or ability. You don't have to be as strong as a mule to be a tradeswoman (but there will be times when you'll have to be as stubborn). There's a common slogan in the trades which goes: "think smarter, not harder". There are other ways than pure physical strength to get things done.

UPPER BODY STRENGTH

Most women have not been encouraged to develop their upper body strength. If you are going to be a tradeswoman it will probably be necessary to do this. There are several ways to develop upper body strength. One is to get the job and the lifting, pushing and pulling will make you stronger. You can also hurt yourself by trying to work beyond your capabilities, and you might find out you can't handle the job because you don't become stronger fast enough. A better idea is to go to a Gym where there are trained personnel who are supportive of you becoming stronger as opposed to slimmer, toned or supple. Learn how to lift properly and develop a program to increase your strength for lifting, pushing, and pulling. Another place to do this is at a community college in a free weight training class: however, talk to the instructor and be sure he/she will help you meet your goals.

LOWER BODY STRENGTH

Many women already have sufficient lower body strength. Our legs are often much stronger than our upper body. Learn how to lift correctly by using your legs. This is often your greatest strength, and a good weight training program can show you how to utilize it.

HOW MUCH TO LIFT

As women we already do a lot of lifting (kids: up to 50 - 60 pounds; laundry 25 pounds; groceries: 25-40 pounds). Also, some jobs that are considered "women's work" require much heavier lifting than the trades, for example: nurses and nurses aides routinely move large patients weighing 200 pounds or more. Look at yourself and what you're used to lifting and decide if you're strong enough or need a weight training program. A common job entrance test given to determine strength involves lifting about 90 pounds (a bag of cement, a jack hammer, etc.). Remember, there are trades jobs such as electronics or engineering aides, that require little lifting. This does ot mean that you will be lifting this kind of weight all day every day (although some trades such as dry wall involve considerable lifting), but that you must be capable of doing it when required. Remember, it can be required at the end of a long hot day when you are tired and dirty. It is important to be strong enough to handle lifting at these times, and not just when you're rested and relaxed.

Also, learn to ask for help if something is too heavy for you. Do not hurt yourself by trying to lift it. Get someone to help you. Don't have them, or let them, do it for you. Two people can carry a heavy weight easier than one person.

AGILITY

Another important aspect of your physical condition is your agility. Many trades jobs require climbing ladders/scaffolds, or over, under or on top of things. Agility can be developed in many ways. Some people are more agile because of participating in sports (racquetball, softball, soccer, etc.), while others prefer gymnastics or dancing. The important thing is that when your job requires your "monkey skills", your mind says yes and your body does too.

SAFETY

Trades jobs can be dangerous. Industry is proud of saying that there are more injuries in the home than in American factories. It is important to remember, though, that many injuries to your health are not immediate, but have long term effects. If you develop a good attitude towards your personal safety, you can prevent long term injuries. Be aggressive about your safety. Do not wait for someone else (management, union, fellow workers, etc.) to look out for you. Following is a short safety guide starting from the head down. This will help you understand some of the safety considerations in the trades. This will help you understand some of the safety considerations in the trades. Remember, you will not use all of these on your job, and every job has its own special safety requirements. THINK SAFETY.

HEAD Many trades require a hard-hat. This is to protect your head from falling objects. Wear it.

HAIR Tie it back, wear a hat, make sure your hair cannot be caught in moving equipment or on anything else (your hair and scalp can be torn off.)

EYES Never use power equipment without safety glasses. Always have a pair available. If you wear prescription glasses, they are not safety glasses. Wear a pair of goggles or buy a pair of prescription safety glasses. Some companies will pay for them. For maximum safety, some people wear them whenever

EYES CONT'D
they're on the job. It is also important to get proper lighting whenever possible to avoid eye strain.

EARS Noises can destroy your hearing over a period of time. Buy ear plugs and carry them with you. The little sponges that you can compress and put in your ears work fairly well. Anytime you have to raise your voice to be heard, it is noisy enough to wear ear plugs.

LUNGS If you work in a dusty environment, (wood, dust, fiber, asbestos) wear a dust mask. Disposable paper painters masks work well for light dust. Try to keep that stuff out of your lungs - it will be nice to breathe when you're 60. It doesn't matter if no one else wears one. Be worried about your lungs.

MOUTH Don't eat with dirty hands - you will be eating things that can possibly hurt you. Be sure to wash off soapless handcleaner. It often has a petroleum base and can be a health hazard if eaten.

NECK Don't wear scarves, necklaces, or anything that dangles, when working around moving equipment. It can be caught and kill you. If you are working around chemicals, irritating dust or fibers, or welding, keep your collar and shirt sleeves buttoned up to protect your skin.

SHOULDERS - Carry heavy weights on your shoulders for greater ease and safety. Women often find it easier to carry weight on their hips if they have small shoulders.

ARMS No jewelry (bracelets, rings, etc.) or loose sleeves, or anything that can get caught in machinery. Don't wear a metal watch band, especially, if you're doing electrical work.

HANDS Keep your hands free of rotating equipment and away from blades or cutting edges. Hand and finer safety is a major concern always in the trades. Wear gloves when working with sharp objects or doing work where you're likely to get cut. Do not use rags around any rotating equipment. They can get caught and pull your hands in.

BACK When lifting, get the weight close to your body, keep your back straight, and lift with your legs, not your arms. Avoid lifting where you lift and twist your back. Don't lift more than you can handle. Back injuries are painful, and can stay with you a lifetime. Get help when you need it. If something starts to fall, get out of the way and let it go.

HIPS Carry weight on you hip for greater ease. If you wear tool pouches (carpenter, electrician), get suspenders to help spread the weight between your hips and shoulders. To avoid lower back pain when working on ladders, keep one leg higher than the other.

KNEES If you do a lot of work on your knees, get knee pads or carry a small foam pillow with you. Always try to put something between you and cement floors (cloth, cardboard, wood, etc.). "Housemaids knee" is a very common affliction in the trades where lots of kneeling work is required.

FEET Buy good boots! You will be on your feet all day and a good pair of boots (Chippewa, Redwing, etc.) can make all the difference in the world. Be prepared to spend $80 - $100. When you first start, you may not have this kind of money. Get a pair of boots from the boys department at Sears or Penney's, but make good boots a top priority when you get a few bucks ahead. As with any major purchase, spend time shopping around, and make sure the boots fit well and are comfortable. Remember that you can deduct the cost of your boots, all of your tools, and equipment from your income tax. Save the receipts. High tops are good protection for your ankles. Steel toes are heavy to drag around, but are necessary for those trades where heavy objects can fall on your feet.

GENERAL SAFETY

1) Don't leave objects on the floor or where they can be knocked over. Good housekeeping is important and falls or falling objects can hurt.

2) Clean up all spills or slick spots that might cause a fall.

3) Reduce fire hazards by putting oily or greasy rags in a closed metal can. Know where the fire extinguishers are and how to use them. Keep flammable materials and chemicals away from areas with sparks or welding.

4) Report all safety hazards immediately to your supervisor.

5) Report all injuries. Even small cuts can develop complications. Tell your foreman whenever you are injured.

6) Don't work where you feel it is not safe. Talk to your foreman and/or your union shop steward.

7) THINK SAFETY - remeber only You can prevent forest fires.

APPRENTICESHIP

Apprenticeship comes from the Guilds in the Middle Ages. Young boys were indentured to craftsmen to learn a trade. They lived with them and worked for room, board, and clothing. After 7 - 10 years, they became "journeymen", which meant they journeyed from town to town until they could afford to settle down, open a shop, and train apprentices of their own.

Apprenticeship still exists today as a system to train craftsworkers and insure the quality of their skills. Most apprenticeships are 3 - 4 years long. The apprentice gets paid approximately 50% of the journey level wage when they start and this increases every year until the end of the program at which time they will make 100% of the journey wage and "turned out" as journeymen.

Apprentices agree to go to school, and depending on the type of apprentice ship, this might be for one or two nights a week or for a period on the weekend. The classes are in related technical instruction, and often teach the more theoretical aspects of the trade. If an apprentice does not attend these classes, or does not make satisfactory progress, they will be dropped from the program, which means they will lose their job.

Since apprentices are supposed to learn the entire trade, they often get rotated to different jobs or job sites. An important personal characteristic to have in this situation is the ability to get along with a wide variety and frequently changing group of people. In the skilled trades, an apprentice is the bottom of the heap and has to be prepared to be a "gopher" (go for this, go for that) and to do the dirty work no one else wants to do. Be prepared to take this all in stride It is the job.

So why be an apprentice? Good money, job security, enjoyable work, pride in craftmanship are but a few of the answers. Upon completion of apprenticeship, most journeymen make more money than your average college graduate. Moreover, they were paid good money for the four years that they invested while learning. They have a nationally recognized skill, and with their journey card, can often get employment practically anywhere in the country. Because of this, lots of people would like to get an apprenticeship. In the next section I will talk about how to go about doing it.

APPRENTICSHIP: HOW TO GET ONE

You will need to be 18 years or over and have either a high school diploma or G.E.D. certificate with you. There are three main ways to get an apprenticeship. They are: a) List with Hiring Hall, b) Hunting License, and c) First come, First served.

FIRST COME, FIRST SERVED : This is the easiest kind of apprenticeship to obtain but is one of the less common systems. The apprenticeship is announced, and depending on the number of people interested in it, a line will form outside of the registration place two days to two weeks before the opening date. The people in the line will form a list, and check in time (every two hours will be set). A certain number of people will be allowed to leave the line during this period, however, everyone else will stay until the next check in, at which time, they might get to "check out" for a couple of hours. Sleeping on the street for up to two weeks can be an experience, and it is best accomplished with one or more friends or an active support group willing to stay with you. It is important that you are in the first 25 on the list, so as soon as a line starts to form, you should be ready to join it.

Once you've registered, you will be called in order off the list and sent to a job site.

LIST WITH HIRING HALL: The apprenticeship is announced. You register during the period it is open. You are notified of the time of the test. It is important to get help preparing for these tests. If there is an agency that helps prepare people for apprenticeship in your area, register with them and get test preparation. If there are no local agencies, talk to the shop math teachers or counselors at your local community college to see if they can assist you. Take the test. If you pass the test you will be given an oral interview to evaluate your desire aptitude, experience, etc. After the interview, you will be assigned a number on the list. If it is a low number you have a much better chance of obtaining an apprenticeship. When your number comes up you will be notified and sent to a job site. This process is very long and difficult, and the more help you can get from supportive agencies or people who have been through the process, the easier it will be.

HUNTING LICENSE: The apprenticeship is announced. You register during the period it is open. Sometimes you take a test and are given a number on a list, or you are given a card if you pass. You have to find your own job. Get a list of all contractors that are in the area from the union or from supportive agencies. Dress like you're going to work on a construction site. If you're not sure, visit a site and see what people are wearing. Start early in the morning, keep a notebook on where you've been, who you've talked with, and what they said to you. Go to the job site and ask for the superintendent or the person in charge of hiring. Don't let them tell you he's not there. Ask to talk to some one else. Ask: "Are you hiring carpenters?" (or whatever job you are looking for). If no, "When will you be hiring?" Talk to them.

Don't just scuttle away like a rabbit if you get a no. Ask them what they're building, tell them your name, several times say that you'll check back. If you have any experience tell them about it. Don't get them hostile or angry, you just want them to remember who you are. Check back in a week, two weeks, or whenever they said they would be hiring. Do the same thing at all of the other contractor's job sites. This process can be frustrating, but with perserverance and patience it can result in an apprenticeship. Don't give up.

THE SHOTGUN TECHNIQUE

One of the ways to approach apprenticeship is to register for everything that you are interested in. This increases your chances of succeeding. Find your local Division of Apprenticeship Standards. It will have information on all of the apprenticeships that are available in your area and some kind of idea when they are likely to open. Get as much literature and information from them that you can. Also, if there is an agency that helps people get apprenticeships, they will probably know how to contact DAS. Register with these agencies. Start taking tests and passing them. Get used to oral interviews. The more of these that you do, the better you get at them and the chance of getting an apprenticeship increases. If you live in a large metropolitan area, register in every county or major city for the apprenticeship that you desire. The DAS can tell you how many locals give apprenticeship tests in the same trade area. Register with them all.

CLASSES

Once you have decided to pursue a job in the trades, there are several kinds of classes that can help you.

WEIGHT TRAINING CLASSES: Look for these at your local community college or gym or YWCA. Develop your upper body strength. Learn how to lift correctly. Improve your lifting, pulling and pushing strength.

SHOP MATH CLASSES: Look at your community college or adult school. Some agencies that help women get into the trades have special math tutoring. This tutoring, however, is often for a specific test that is currently open, and might not be general enough. You will want to learn fractions, decimals, ratio and proportion, area, formulas, word problems, space relations, mechanical reasoning, and for electricians you will need algebra. Even if you don't take apprenticeship tests, this training will come in handy in the trades.

GENERAL SHOP CLASSES: If you're in high school, take metal or wood shop and blue print reading. If you're not in high school, look at your local community college or adult school for a survey course which exposes you to a wide area of the trades (for example, welding, electrical, carpentry, mechanics, blue print, machining, etc.) This will give you an opportunity to discover what you like, plus give you some valuable background on how the trade areas overlap. The more technical background you have, the more confident and competitive you will be. In the absence of classes, buy general shop books and read them.

TRADES CLASSES: Oftentimes you won't find a good "general" shop class at the adult level. The assumption is you were already exposed to all that stuff in junior and senior high school. So take a specializes shop class. Figure out what you're most interested in. Talk to the trades counselor. Don't let them discourage you. If there is a waiting list, get on it. Ask about entry level classes in your area of interest. Ask if there is an instructor who is especially interested in seeing

women succeed in the trades. Try to talk with the instructors. Don't attempt to learn from someone who seems hostile to you unless you have no other choice. A good trades class experience usually depends on the instructor. Look carefully. Don't be afraid to decide that your first area of interest is not for you. Keep your eyes open and look around at other trades classes. Talk to the trade/technical students about what they're learning and whether they like it. If you're going to invest time and money going to school (even if it's just evening school), it should be something you can enjoy doing. However, keep in mind what the job market is, and the possibility of your future employment. Ask your instructor if they have contacts that could help you get a job.

VOCABULARY

CONSTRUCTION (INSIDE)

Lather installs metal framework that sheetrock will be hung on.

uses had tools and welds

Drywall - Hangs sheetrock 4' x 8' sections weighing 60 lbs.-heavy physical work

Taper Covers seams of sheetrock with tape and mud (plaster compound)

Plasterer - plasters

Glazier - Installs glass - all sizes and types

Tilesetter - Installs tile

CONSTRUCTION (OUTSIDE)

Operating Engineers - Operates heavy equipment to prepare construction site; example - dump trucks, tractors, cranes

Pile Driver - Operates heavy equipment to drive piling into ground in preparation for building

Iron Worker - Installs reinforced steel bar (re-bar) to strengthen concrete when it is poured. Heavy physical work. Welding required.

Cement Mason - Pours and lays cement into pre-constructed forms over re bar.

Bricklayer Installs brick for walls, fireplaces, walkways, etc.

Roofer Installs roofing materials, shingles, tar. Works at heights requires heavy lifting.

Electrician - Bends and isntalls conduit pipe. Installs wire, devices, and fixtures

Carpenter - Builds forms for concrete, rough framing for houses, finish carpentry, commercial and residential.

Plumber Installs and cuts pipe and plumbing fixtures

Sprinkler Fitter - Installs sprinkler tanks and piping throughout building for fire protection

Sheet Metal Worker Forms and installs ducting for air conditioning and heating.

INFORMATION SHEET

CETA eligible? Yes_____ No_____ Maybe_____

Name: _____ Age: _____

Address: _____ Married: _____

_____ Single: _____

Phone: _____ Divorced: _____

No. of children: _____

Ethnic Group: (please check one)

American Indian_____; Caucasian_____; Mexican_____;

Negro_____; Asian_____; Other_____

Military Status: Veteran: Yes_____ No_____

Education: (check those which apply)

Some school (highest grade completed)_____
Proficiency Test_____
High School Diploma_____
Vocational School_____
Some College or University_____
B.A. or B.S. degree_____
Advanced degree_____

Are you currently a student at College of Marin? Yes_____ No_____

If yes: Credit_____ Non-credit_____

What are your expectations for this program?

Have you had any experience (paid or otherwise) in any of the following:

____machining	____blueprint reading	____assembly work
____carpentry	____plumbing	____schematics
____printing	____gardening	____construction
____mechanics	____painting	____drafting
____electronics	____welding	____fork lift operation
____warehousing	____production work	

Other: _____

_____.

BLUE COLLAR OPPORTUNITIES FOR WOMEN

Saturdays - September 19 - October 24
9:00 am - 1:00 pm
Carpentry Shop - College of Marin

Coordinator - Gail Mason - 485-9643
Instructor - Cris Skidmore

COURSE OUTLINE

9-19-81: Introduction

1. Information sheets/paperwork
2. Introduction of participants
3. Lecture by Cris on Trades and Apprenticeship with overviews on types of jobs to be discussed
4. General discussion and overview on remaining class sessions
5. Question and answer period
6. There will be a break part-way through the session

9-26-81: Electrician

1. Discussion of the field and Basic Electricity lecture by Cris
2. Speakers: an electrician and an electronics technician
3. Questions/discussion

-Break-

4. Discussion on basic math, shop math and types of tests given for work in the trades (examples of tests will be on hand)
5. Rewiring of a lamp

10-3-81: Automotive Technology

1. Safety lecture by Cris
2. Speakers: 2 women mechanics
3. Questions/discussion

-Break-

4. Out to the parking lot where Cris will teach basic car maintenance

10-10-81: Carpentry

1. Speakers: 2 carpenters
2. Questions/discussion
3. Lecture on use of power tools and safety

-Break-

4. Build wooden tool box using the power tools and drills demonstrated

-continued-

10-17-81: Other Non-traditional Work

1. Discussion of various non-apprenticeship, non-traditional jobs
2. Speakers: a refinery plant operator from Chevron, a telephone installer from Pacific Telephone
3. Questions/discussion

-Break-

4. Complete tool boxes

10-24-81: Metals Trades

1. Speakers: a plumber and a welder
2. Sexual harassment lecture

-Break-

3. Tour College of Marin shops
4. Picnic lunch

GENERAL INTEREST QUESTIONNAIRE

In focusing on a general area of non-traditional employment, we would like you to answer the following questions. Keep in mind that this questionnaire is only for our use in determining your interest in non-traditional employment or apprenticeship training.

	YES	NO
1. Are you physically fit?	____	____
2. Do you feel comfortable working with tools?	____	____
3. Do you enjoy trying to fix things around the house?	____	____
4. Do you feel comfortable dealing with basic math?	____	____
5. Would you mind working long hours, possible shift work?	____	____
6. Do you mind working at heights?	____	____
7. Do you mind outside work?	____	____
8. Do you mind heavy lifting (75 pounds)?	____	____
9. Can you stand constant noises?	____	____
10. Would you mind doing dirty work?	____	____
11. Do you feel you could handle possible hostility from men on the job?	____	____
12. Have you done any hobbies, crafts, or non-paid work that might give you an idea of the kind of work you would like?	____	____
13. Are you interested in office work?	____	____
14. Do you feel that you have the time to commit to a 3-4 year apprenticeship training program?		
15. Do you like working at a desk?	____	____
16, Do you like physically moving around on a job?	____	____
17. Do you participate in sports?	____	____
18. Do you feel that you have the time to commit to a vocational training program of 6 months to 2 years?	____	____
19. Can you afford to be unemployed for several months each year?	____	____
20. Could you leave the area for 6-12 weeks to be trained?	____	____
21. Do you have a driver's license?	____	____
22. Do you have a High School Diploma or GED?	____	____